

## **MONTANA ESSA PLAN HIGHLIGHTS**

Montana's draft state plan for the 2015 federal Every Student Succeeds Act (ESSA) follows a required [template](#) that was issued by the U.S. Department of Education in March of 2017. The purpose of the plan is to show how Montana is utilizing federal programs to close long-standing achievement gaps and providing a quality public education to all students. Through Montana's plan, we are following federal law, state law, and upholding Montana's system of local control. Below are the major highlights of the Montana ESSA Plan:

- Long-Term Goals for Academic Achievement
- School Accountability
- School Support
- Key Initiatives to Support School Conditions
- Positive Transitions
- Supporting Effective Teaching
- After School Programs/21<sup>st</sup> Century Learning Centers
- Serving All Montana students

### ***A+ Long-Term Goals and Academic Achievement:***

The Montana Office of Public Instruction (OPI) has developed long-term goals for academic achievement that are both ambitious and attainable. Beginning with the 2016-2017 school year as a baseline, schools are expected to reduce the number of students that are not proficient as determined by our state exams by 4% each year through the 2022-2023 school year, including student subgroups.

The charts on the following pages show student growth models in Language Arts (Chart A), Math (Chart B), and Graduation Rates (Chart C). Each year, public "report cards" for individual schools will show whether schools have met, not met, or exceeded statewide goals. Local districts will have flexibility to add additional data on school strengths that show student success.

Chart A:

English Language Arts Achievement Goals Over Six Years							
Subgroups	Language Arts: Baseline Data (2016)	Language Arts: Year 1: (2017)	Language Arts: Year 2: (2018)	Language Arts: Year 3: (2019)	Language Arts: Year 4: (2020)	Language Arts: Year 5: (2021)	Language Arts: Year 6: (2022)
All Students	50.1%	52.1%	54.1%	56.1%	57.9%	59.7%	61.4%
Economically Disadvantaged	37.1%	39.7%	42.3%	44.7%	47.0%	49.3%	51.4%
Children with Disabilities	16.1%	19.7%	23.1%	26.4%	29.5%	32.6%	35.5%
English Learners	8.3%	12.3%	16.2%	20.0%	23.6%	27.1%	30.5%
White	55.1%	57.0%	58.8%	60.5%	62.2%	63.8%	65.3%
American Indian	23.7%	26.9%	30.1%	33.1%	36.0%	38.7%	41.4%

Chart B:

Math Achievement Goals Over Six Years							
Subgroups	Math Baseline Data (2016)	Math Year 1: (2017)	Math Year 2: (2018)	Math Year 3: (2019)	Math Year 4: (2020)	Math Year 5: (2021)	Math Year 6: (2022)
All Students	41.8%	44.2%	46.5%	48.7%	50.9%	52.9%	54.9%
Economically Disadvantaged	29.8%	32.7%	35.5%	38.2%	40.8%	43.3%	45.7%
Children with Disabilities	14.9%	18.5%	22.0%	25.4%	28.6%	31.7%	34.6%
English Learners	8.6%	12.6%	16.5%	20.2%	23.9%	27.4%	30.8%
White	46.6%	48.8%	50.9%	53.0%	55.0%	56.9%	58.7%
American Indian	17.8%	21.3%	24.7%	27.9%	31.0%	34.0%	36.8%



Chart C:

Graduation Rates							
Subgroups	Baseline (2016)	Year 1: (2017)	Year 2: (2018)	Year 3: (2019)	Year 4: (2020)	Year 5: (2021)	Year 6: (2022)
All students	85.6%	86.4%	87.0%	87.7%	88.3%	88.9%	89.5%
Economically Disadvantaged	76.4%	77.6%	78.8%	79.9%	80.9%	81.9%	82.9%
Children with Disabilities	77.8%	79.1%	80.4%	81.7%	82.9%	84.0%	85.1%
English Learners	58.7%	61.5%	64.1%	66.6%	68.9%	71.2%	73.3%
White	87.3%	88.0%	88.7%	89.3%	89.9%	90.5%	91.0%
American Indian	65.6%	67.5%	69.4%	71.2%	72.9%	74.5%	76.0%

### **A+** School Accountability:

The following two charts illustrate the point systems that have been created to show school accountability and student success indicators. The first chart has the four federally required indicators which must be substantially weighted over the fifth indicator where Montana has flexibility.

The four federally required accountability indicators below add up to 65 out of the possible 100 points. These four indicators are academic achievement, academic growth, English Learner progress, and graduation rates.

#### **1-4 Federally Required Indicators (65 points):**

Accountability Indicators	K-8	High school
<b>1. Academic Achievement:</b> proficiency on statewide mathematics and ELA assessments	25 points	30 points
<b>2. Academic Growth</b>	30 points	N/A
<b>3. English Learner Progress:</b> applied to all schools with ten or more English Learners	10 points	10 points
<b>4. Graduation Rate</b> Four-year adjusted cohort	N/A	25 points

## **A+ School Accountability:**

Montana has flexibility over the fifth indicator which makes up 35 out of the possible 100 accountability indicator points. The fifth indicator is student engagement and school climate which is outlined in the chart below. Schools will have flexibility to show positive student engagement and college and career readiness programs in their schools which are promoting student success.

### **5<sup>th</sup> Indicator for Montana Flexibility (35 points):**

<b>5. Student Engagement and School Climate Indicator</b>	K-8	High school
<b>Satisfactory attendance</b>	20 points	15 points
<b>College and Career Ready</b> Percentage of students determined to be college and/or career ready, met by students meeting one or more of the following criteria: <ul style="list-style-type: none"> <li>• College-ready benchmark on ACT composite or...</li> <li>• Concentrator in a Career and Technical Education pathway, or</li> <li>• Completion (with passing grade) of a dual enrollment course, AP or IB</li> </ul>	N/A	15 points
<b>STEM Education:</b> Proficiency on statewide science assessment	10 points	N/A
<b>School Quality Survey:</b> Program quality indicators for improving school climate, reducing behavior issues and increasing engagement	5 points	5 points

### **A+ School Support:**

Individual schools will be evaluated each year by the school accountability indicators. After three years, schools will be identified and ranked by the OPI in three categories of school support. This will be used to determine the bottom 5% of schools in need of comprehensive support and those in need of targeted support.

1. Comprehensive: These schools are identified as consistently underperforming in all student subgroups. These schools will develop school improvement plans with support from OPI.
2. Targeted: These schools are identified as consistently underperforming in a specific student subgroup, but not all subgroups. OPI will work with these schools to improve student outcomes in underperforming subgroups.
3. Universal: These are schools that are not identified as in need of comprehensive or targeted support. OPI will serve all Montana students.

### **A+ Key Initiatives to Support School Conditions:**

In order to address both the academic and nonacademic needs of all Montana students, the OPI encourages a whole-child philosophy to ensure that all students receive a fair, equitable, and high-quality education. Below are key initiatives that OPI will continue to utilize:

- [The Montana Behavioral Initiative](#)
- [Bully-Free Montana Tool Kit](#)
- [Mental Health Awareness & Suicide Prevention](#)
- [School Safety and Emergency Operations Planning](#)
- [School-based Child Nutrition Programs](#)
- [Educator, Support Staff, and Administrator Training](#)



## **A+ Positive Transitions:**

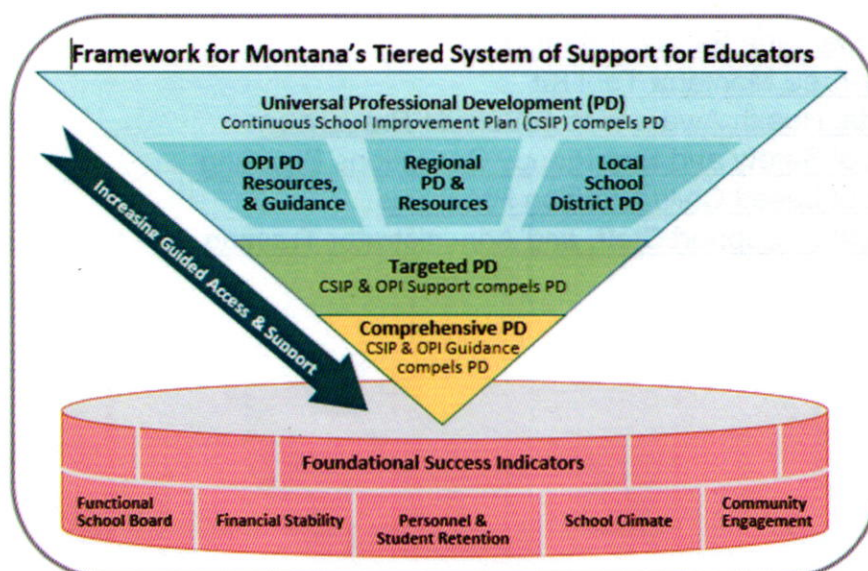
Family and community engagement is critical for student transition success. OPI will continue to partner with state and local entities to ensure that students are successful through four major transitions in life:

- Early Childhood Kindergarten
- Elementary to Middle School
- Middle School to High School
- High School to college, career, and community

## **A+ Supporting Effective Teaching:**

The OPI will use federal Title II, Part A grants to focus support on recruiting, developing, and retaining effective teachers through training, technical assistance, and capacity-building efforts that promote continuous professional growth of every Montana teacher:

- Improving instruction will increase student achievement
- Pathways for teacher leadership will include a “Grow Our Own” model involving induction from the university system to mentorship at the district level which ensures sustainability
- Partnerships with higher education and community leaders will be prioritized for recruiting and retaining high quality educators in, especially in Montana’s rural schools
- Montana’s will use a Tiered System of Support for Educators



**A+ After School Programs/21<sup>st</sup> Century Learning Centers:**

The OPI will use federal Title IV, Part B competitive grants to support 21<sup>st</sup> Century Community Learning Center initiatives for college, career, and community readiness. These after school and summer programs support Science, Technology, Engineering, and Math (STEM) fields which in turn support Montana's future workforce. These funds engage students, families, schools and communities in learning enrichment.

**A+ Serving All Montana Students:**

The OPI is committed to serving all Montana students and removing barriers to educational opportunities for at-risk students at all grade levels. All means all in Montana. Montana will ensure that our diverse student populations across the state have equal opportunities to access a high-quality public education. Early identification and support for homeless students helps reduce dropout rates. Counseling and resources for college, career, and community readiness in high school helps ensure future success for homeless students.

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**Join us in putting Montana students first!** The Montana draft state ESSA Plan is a living document. The OPI welcomes continued input on how Montana can best serve our students from families, educators, communities, and all Montanans. Please send your comments, questions, and input to [ESSAinput@mt.gov](mailto:ESSAinput@mt.gov), 406-444-3095, or 1227 11<sup>th</sup> Avenue, Helena, MT 59601.

